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ABSTRACT

The annotated bibliography contained in the second part of this two-part document is a presentation of the literature related to the field of English language teaching within a vocational training framework. The review, the first two/thirds of the document, addresses itself primarily to the monolingual vocational teacher who may not have at his or her disposal the services of a bilingual or English as a second language assistant or team teacher. Its objective is to help the vocational teacher acquire insights and skills in the area of second language learning so that he or she may be able to understand those students who have not yet mastered the English language but are enrolled in vocational training. In the second part, the document reviews this literature that reflects the myriad of approaches used in bilingual or second-language vocational programs in various parts of the world. The review attempts to condense the knowledge already gained in the field of vocational English from the studies cited. (KC)

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TECHNICAL ASSISTANCE SERVICES: ILLINOIS SPECIAL NEEDS POPULATIONS

A SELECTED ANNOTATED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS FOR TEACHERS OF LIMITED ENGLISH SPEAKING VOCATIONAL STUDENTS

AND

A SELECTED REVIEW OF ITS LITERATURE

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Introduction

The accompanying bibliography is a collection of literature related to the field of English language teaching within a vocational training framework. It addresses itself primarily to the monolingual vocational teacher who may not have at his or her disposal the services of a bilingual or ESOL assistant or team teacher. Its objective is to help the vocational teacher acquire insights and skills in the area of second language learning so that he may be better able to understand those students who have not yet mastered the English language but are enrolled in vocational training. This supplementary ESOL knowledge may prove to be an expeditious, though partial, solution to the shortage of bilingual vocational teachers and teachers of ESOL with a vocational background. Research has shown that much work has already been done in vocational English (VESL) in England and Canada. In the United States, however, the emphasis has been, up to recently, on using ESOL as a component or adjunct to the bilingual or monolingual vocational training received by the non or limited-English speaker. The literature presented here reflects the myriad of these and other approaches used in this area by practitioners in various parts of the world whose objectives are the same; the simultaneous or concurrent instruction of content and language.

This review will attempt to condense for its reader the knowledge and wisdom already gained in the field of vocational English from the studies done here. In order

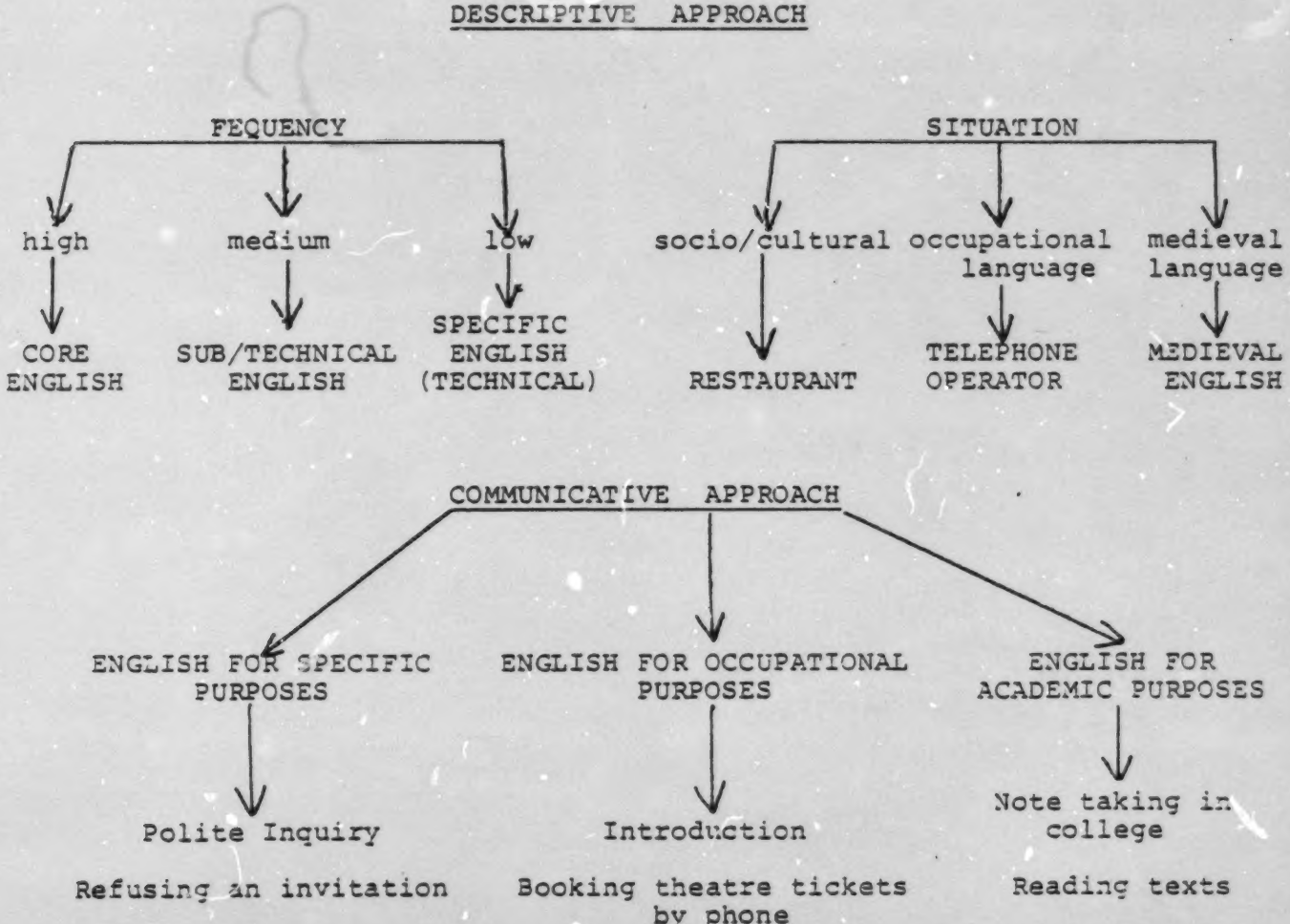
I. The Nature and Purpose of VESL

In her comprehensive treatise on the subject, Jo Ann Crandall,(pp.3), defines VESL as that kind of ESL which "emphasizes occupational language...skills required to obtain and function on any job." Its purpose is threefold: (1) to address the "...changing manpower needs of this country..." and to reconsider "the role of postsecondary education and the responsibility of these institutions to prepare students for real-world occupations," (2) to help "... the junior or community college develop programs which can help alleviate social and economic problems" in its "neighboring community or county...", and (3) to reflect the need (limited English-speaking) adults feel for acquiring English as a means to whatever occupational or other life goals they have set for themselves."

Ms. Crandall's British counterparts are, T. C. Jupp and S. Hodlin. In their ambitious treatment of this field, Nigel D. Turton,[1](pp.91-91), isolates these particular characteristics of VESL as outlined in their book. (1) It replaces "... grammatical competence by communicative competence as the proper goal for teaching and learning pursuits." (2) It seeks to reconcile "learner-based and language based criteria..." by preserving "communication needs as the guiding principle for selection of linguistic content." (3) It teaches "language use, as opposed to language form, the focus (being) upon language as an aspect of social behaviour."

in society.

D. Blackie, in "Towards a Definition of ESP," believes the difference between ESOL and vocational ESOL is that of emphasis. The former is based on the philosophy of language as a system to be mastered--a descriptive approach. In the latter, the emphasis is on language as a medium of communication--the communicative approach. ESOL, traditionally, stressed the importance of structure and lexicon. Special Purposes ESOL stresses language function and communicative needs. To better illustrate the dichotomy, Blackie included the following diagram (pp.264):



requirements.. Some are university-educated; others less than six years of formal education. Some are skilled technicians who need to learn English in order to take and pass licensing board requirements; others need to learn not only the target language but also a skill with, which they can become employable... (Some are) already working but need to improve their English to move to occupations with a future. All come from cultural backgrouds that significantly differ from the one into which they have moved and thus sometimes suffer from a sense of anomie (cultural shock)."

For the most part however, VESL is concerned with the "non-academic adult" as Carson Martin points out. This category of adult ESL student wishes only to be able to function effectively in informal settings or at work. Martin identifies the essential and non-essential English for such a student and emphasizes the importance of finding out what each one's economic and social goals are.

The needs of this linguistically and culturally diverse segment of our society basically fall into these categories from specific to general (1) vocational, (2) linguistic (3) cultural. All of these are interrelated since they form one great obstacle for the non or limited-English speaker to overcome in order to function competently in what, for him, is still an alien society. HEW's Monograph for Bilingual Education sights these areas to be considered for the VESL trainee; in the process of his acculturation:

5. Student and teacher can focus on problem area of communication.

6. Video-taped interviews provide the elements of non-verbal communication for observation and study.

Iris Wheatley found that pre-vocational English for the teenager consists of skills needed to acquire a summer job. These included: (1) bilingualism, (2) how to follow directions, (3) use of dictionary, (4) how to fill out various forms.

In their studies involving mostly women, Armstrong and Gray isolated the factor of a positive self image as a need to be acknowledged in vocational training. According to Armstrong poor self image imprisons one in a life-style. Elements which help develop a positive one are:

1. Goals clarification through interview with VESL teacher. The interview works as a diagnostic tool of self image in the present and how he saw himself in his former school or employment capacity.

2. Skills which will make them feel important; math, reading, and what they feel they need.

3. "Hidden curriculum" skills to "help them develop an awareness of the ways of the working world, its cultural subtleties, values, and behavior patterns."

    a. Classroom practice in applying the American work ethnic, "punctuality, dress code, business etiquette, role of women.

    b. Confidence in use of telephone

    c. Test-taking skills

    d. Time and paper work organization

block to adult language learning as the phenomenon she calls, "affective filter: the fear of failure, fear of loss of identity, and frustration."

Finally, industry's top management must recognize the urgently obvious benefits to be had by offering needed assistance to the potential employee who is a non or limited-English speaker. Stuart Slatter indicates however, that there are three areas which pose concern for the employer. The impact of employing such people will be seen in (1) lack of thorough understanding of the job skill and, therefore, no promotion possibilities; (2) less than desirable industrial relations. Slatter's study shows that inspite of these concerns, when analysis was made of the benefits and costs of providing on-job language training, it showed that the benefits vastly outweigh the costs.

III. Competencies for the Teacher and Student

The curriculum must be created with a clear understanding of the performance objectives, linguistic and vocational, short term and long term. A teacher who has internalized VESL competencies will insure the program's success.

Spring 1980 has seen two excellent studies into teacher competencies come to fruition: a detailed presentation by Kirschner Associates in bilingual vocational education and a blueprint for development of lesson modules by Ohio State University which also includes the cultural element for the monolingual teacher.

4. Reading and interpreting work orders.

5. Making out a work order.

6. Reporting orally on his work to his superior.

7. Responding properly in a job interview.

8. Explaining problems to others on the job.

9. Giving oral instructions to others on the job.

10. Filling out job application form.

11. Making out a bill for goods purchased.

12. Expressing an opinion without being offensive.

13. Showing conversational courtesy to others.

14. Reading and understanding items on the bulletin board.

15. Completing requisitions and purchase orders.

16. Making a suggestion for improvement to his superiors.

17. Reading and understanding company publications.

And who in reality possess all the aforementioned competencies of teachers in such a situation? Jennifer Coutts does not specify if she had vocational or ESL training or both.

IV Curriculum and Teacher

The non or limited-English speaker is still not being

to exploit all kinds of didactic media in the interest of speed and economy."

Slotkin in the forward to his study defines the "dynamic curriculum" as one that is "developed through an evolving process and cannot be entirely made in advance." Its "content and activities are determined, in part, by the process itself." Also, it "makes no distinction between academic and vocational materials; the course of study must be based on material that is culled from many sources of information, rather than the study of a single textbook and a fixed body of content..."

Crandall's view of a successful VESL program is one that:

1. Must take into consideration all the needs of the learner.

2. Realize that English "can and should be learned for specific functions." This also relates to motivation and changes in register.

3. "Has job-related behavioral objectives" that provide the course with relevance.

4. "Is part of a good vocational program" which includes job counseling and developing and post-job acquisition English classes. A realistic sequence of training for the ESL student who must enter the job market quickly would be pre-vocational ESOL, VESL, and on-job training. The movement of the course is from an English-oriented curriculum to a vocationally oriented one.

5. "Is functional in nature," i.e., the use of the right speech in the right situations is the key to communicative competence.

in conventional foreign language classes; (3) Language teachers should be encouraged to graduate with specialities in other areas.

Although the assistance of a bilingual team teacher, or aid, would be most helpful in homogenous class situations, an effective and realistic VESL curriculum should not presume such a state of affairs. Nor should it expect a team-teaching situation between an ESOL teacher and a vocational teacher. In many cases one member of this duet is missing. This problem is partially circumvented by the audio-visual approach suggested by Philip Smith.

An example of a purely VESL-oriented course plan can be had in Jennifer Coutts' outline of the procedure involved in establishing a month's course in VESL for airline ground handling personnel:

I. Task Analysis

A. Observe the job first hand--what the workers <u>do</u>, not what they think they do or what management <u>says</u> they do.

B. Augment the above information with a checklist for passengers. This will point up additional situations which involve passengers and personnel.

C. Choose main topics from information gathered.

D. Interview staff and gather additional topics on staff-to-staff communication,

E. Tape record on-site target situations.

F. Confer with VESL students who will be in those target situations to resolve the difference between what is officially supposed to happen and what actually occurs.

and the techniques of the delivery can work to facilitate comprehension and competence. Slotkin suggest the following as a workable VESL language unit:

1. "A teacher's blackboard guide" where new vocabulary from the day's VESL reading in words and phrases are isolated, then constructed into a simple sentence for contextual understanding.

2. "An original reading selection"-- a simplified version for Level II and a more advanced one for Level III, with a vocational orientation.

3. "Language lesson"--Introductory oral motivation questions to the students about the new selection. Teacher points out similar roots of many words in the selection and uses them in sentences. It is followed by a simulated dialogue.

4. "An oral discussion"-- These are questions from the teacher to the students about the selection.. They are to be answered simply and the response is to be recorded on an experience chart.

Use of A) contextual clues in formulating answers can be developed through a multiple choice format, and B) "Techniques in paraphrasing can be developed by making a statement and asking, "What phrase in the selection tells you this?" This type of lesson is coupled with a basic education course of English to Speakers of Other Languages, arithmetic, and pre-vocational material. The material covered in language and math is then "translated" into relevance by application to specific occupational training in the form of the above-described lesson.

The division of classroom time as perceived by Sussman (pp.4) is

A. grammar, vocabulary, and sentence length.

B. use of normal speech pace, neutral accent, and standard English dialect.

2. Introduction of concepts in variety of ways.

3. Verify concept-comprehension "in ways in which even the most limited-English speaker can respond."

Sussman(pp.5) believes that during a lesson,

1. only Engish be permitted to be spoken;

2. that emphasis be made on the usefulness of frequent daily practice of English,

3. that use of complete-sentence answers be encouraged,

4. that integration of commonly recurring words be made in order to serve as a "key" to comprehension and,

5. that personal anecdotes be related to students to ward off discouragement.

Job Corps guidelines for a VESL lesson plan suggest the use of an aural/oral methodology in teaching the following language skills: "aural/oral, production and recognition of sounds, syllabication, word stress, intonation, dialogues, pattern practice, (graduated) structures, guided conversation, guided writing, free conversation, intensive and extensive reading, and free writing." Job Corps states..." the objectives of the lesson will be realized only in the medium of conversation, communication, and performance. All lessons and elements in the lesson should be taught with this fact in mind... all the techniques and approaches utilized must make reference to a specific situation to be meaningful...USE IT IN CONTEXT."

Techniques leading to meaningful language use, as stated by the Job Corps Manual,(pp.65), are:

1. Manipulation of the Various Elements of Structures.
2. Oral description of Pictures.
3. Questions on the Content of a Dialogue or Previously Presented Picture.
4. Narration of a Story.
5. Role Playing.

VI. Evaluation of Student Achievement and Curriculum

The evaluation of student achievement will necessarily mirror the efficacy of the entire program if the "product" is given priority and not the 'process." If a curriculum and the daily lessons which generate from it have been developed from the criteria of evaluation, then both student and program are monitored in a continuous self-evaluation.

The product of evaluation is ultimately the student and the achievement of the goals he has set for himself, among which is the communicative and vocational competence to assume or more confidently continue employment in an English-speaking American milieu.

The communicative element of this competency can be considered the "savoir faire" of language use. This includes not only the cognitive but the sociological domain as well--content and context compatibility. It is, as Garcia-Zamor states, "greater than the sum of its parts." The vocational

in the normal workday situation.

Garcia-Zamor and Krowitz offer these guidelines for the testing of communicative competence for work situations:

1. The test should be compatible with the linguistic methodology used in the program.
2. The linguistic knowledge should be "relevant to the adult situation."
3. The ESL teacher should "dwell on the functional aspect of language and the structure of discourse."
4. An "ideal test should include questions of appropriateness, situational adequacy, rhetoric, style, register, presupposition, relevant cultural and psychological factors, logic and all the finer points of encoding and decoding." (pp.7)

Pendlebury adds these suggestions for the teacher to consider when developing a VESL test: (1) "Preordain how knowledge will be tested before teaching the course; (2) The test should reflect real-life situations, i.e., contextual teaching; (3) Each test item should test just one area of learning; (4) The test should be able to be scored objectively; (5) The test should be given and corrected quickly, and (6) The test should examine the whole range of skills." Lopez, however, does not feel that an objective test is an adequate reflection of student achievement. He thinks "the subjective evaluations by teachers may give more meaningful information than test scores about academic changes that have been brought about in student behavior." (pp.42)

The test itself can be embodied in a number of forms, depending on the particular vocational and/or language

referenced testing*. It may prove to be the fairest instrument in almost any learning situation where behaviors are to be mastered. In BOLT's opinion, however, this type of testing "creates tests based on what the trainee must learn, i.e., a small, limited body of material, and not on what he does learn out of a larger body of general material. In BOLT's case the test would focus on whether the trainee could perform each and every one of the actual language behaviors necessary for adequate job performance, and obviously difficult task. Although areas other than vocabulary, i.e., structures, would be difficult to determine, such testing might prove invaluable in arriving at a true evaluation of actual achievement." (pp.37)

In order to determine the success of the student and the program, some projects have felt an inordinate compulsion to administer a battery of standardized tests which are usually developed for the native English speaker. Although test taking is also a skill to be developed in the VESL student, should the sum total of his achievement be determined solely through such means? Pérez, (pp.10), believes not. He thinks that "there is too much value attached to them. (The evaluator) should not look at the test results by themselves and then make a determination." He should, also try to "understand each individual." Perez would seek this as the function of the testing procedure: (pp.12, "What must be done for the ESL person is to use tests to help him/her

*It judges the student's performance against a performance standard and not against other students' performance.

Selected Bibliography of Educational Materials For Teachers of Limited English Speaking Vocational Students

Adames-Hill, Angelina. A Comparative Analysis of the English Communication Competencies of Business Graduates in Puerto Rico. Diss. LeHigh, 1978.

Author makes and assessement of accepted criteria of English competencies for effective business performance in Puerto Rico. Priority was on oral skills followed by the written element.

Adams, Susan. Bibliography of Vocational Education Curriculum Materials Appropriate for Utilization with Limited English-speaking Students of Bilingual Students. Bowling Green, Ky.: Center for Career and Vocational Teacher Education, Western Kentucky University.

Valuable guide for materials and their implementation in a VESL class.

Armstrong, Fiona, et. al. Making it in the Real World. Paper presented at the New York State English for Speakers of Other Languages/Bilingual Education Conference, 1976. ED136 616.

This is a description of a project which attempted to facilitate the movement of ESL students to a vocational training class. Program's premise is that language skills are vital for success in working world.

Bartolic, Ljerka. "Technical English: A Method of Teaching the Cause-Effect Relationship as Applied to a Diagram." English Language Teaching, No. 2 (1/75), 156-63.

Emphasizes language teaching through content areas. Suggests isolation of recurring grammatical and lexical elements within the technical information to be conveyd.

Baschiera, Karl, ed. The Teaching of Modern Languages in Secondary Vocational and Commercial Schools. Council for Cultural Co-operation of the Council, of Europe. Strasbourg: AIDELA; London: George G. Harrap & Co., 1970.

ESL teacher training courses in target vocational areas should precede the teaching of VESL class and there should be close co-operation between the linguist and the technologist in all VESL classes.

Biersner, Robert. "Measurement of English-Speaking Proficiency Among Non-native Americans." Journal of Psychology, no. 97, (9/77), pp. 21-8.

Description of course objectives, methodology, and teacher training for teachers of VESL.

Evans, Gordon and Kirsten Haastrup. "Experiments with the Cloze Procedure." English Language Teaching Journal. 31, No.1, pp. 35-41.

These tests were devised to measure to what extent the testee would be able to function at a specific job or whether he could be trained to do it.

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. Regents, 1974.

Proceeds from an uncomplicated view of the nature of language based on various linguistic schools to development of a curriculum.

_____. and Sydney Sako. Foreign Language Testing: A Practical Approach. Regents, 1979.

Analysis theories and methods of languages testing including various types of tests.

Fischer, Joan. "Adult Education for Foreign-trained Nurses." Adult Leadership, 21, No. 7, (1/73), pp. 238-40.

Outlines establishment of "English Comprehension" courses, and their components under the auspices of the city's director of adult basic education.

Freudenstein, Reinhold. 1973. Teaching and Learning Foreign Languages in Industry. ED102 865.

Presents a case study of an on-the-job ESL situation and contrasts its learning environment with that of a regular classroom.

Fullen, James D. "Preparation of a Desirable Format for a Vocational English Textbook." M.A. Thesis, Ohio State University, 1971.

Garcia-Zamor, Marie and Mary Jo Krowitz. "Contextualized Testing and Communicative Competence." Paper presented at the annual meeting of Linguistic Society of America. 1974. ED104 145.

Profiles linguistic schools and recent theories about language acquisition and from them develops relevant language learning techniques and suitable tests to measure competency.

Author categorizes in order of priority, all indentified language related competencies.

Huntsman, Nancy and Terrance Kaye. "Refugees Learn 'English for Employment'." Manpower, 7, No. 12 (12/75),pp. 24-26.

List objectives of on-job communication skills training in classes at DuPage College, Ill.

Illinois State Board of Education, Department of Adult, Vocational, and Technical Education. Vocational Needs Survey: Serving the Limited English Speaker.

Reports on its findings and emphasizes the need for sensitizing education administrators and employers of the particular problems of the limited-English speaker.

Illyin, Donna. "Assessing Oral Communication in Adult Program ESL Classes." Paper presented at the TESOL Annual Meeting, New Orleans, La., 1971. ED119 463.

Since aural/oral skills are so essential to most adult ESL students, they are what must be tested. Author feels and interview format is the most effective way.

Johnson, Robert S. 1972. English as a Second Language for Job Training and Employment: Special Demonstration Project. San Diego Community College, Division of Adult Education. ED101 119.

Project geared ESL (student) instruction into preparation of students for job and on-job training.

Jupp, Thomas Cyprian and Susan Hodlin. Industrial English: An example of theory and practice in functional language teaching. London: Heinmann Educational, 1975.

A clear and logical presentation of skills needed by limited or non-English speakers in industry and the best ways a vocational curriculum developer can incorporate them.

Kirschner Associates. A Monograph for Bilingual Vocational Instructor Competencies. Washington, D.C.: Author, 1980.

A thorough presentation of bilingual vocational and related ESL competencies.

Kotesky, Arturo and Linda G. Mrowicki. System Approach Techniques for Developing Bilingual-Vocational and Vocational English as a Second Language. Curriculum at the College Level. Paper presented at the 8th Annual International Bilingual/Bicultural Education Conference of the National Association of Bilingual Educators. (Seattle May 4-9, 1979) ED175-462.

Study focused on the areas of language skills, math and pre-vocational training and the results at on-job sites for a three month period.

Lopez-Valadez, Jeanne. Vocational Education for the Limited English-Speaking: A Handbook for Administrators. Dept. AVTE, Illinois Office of Education, 1979.

Touches upon every aspect of the establishment of a vocational program for the limited English speaker.

Mackay, Ronald and Alan J. Mountford, eds. English for Specific Purposes: A Case Study Approach. London: Longman, 1978.

Presents a viable plan for setting up an English course to meet special communicative needs, especially for those students who are in scientific or technical disciplines. Second half of book contains various case studies of such courses.

Manpower Administration, U.S. Department of Labor, Job Corps. 1973. "Appendix A-Philosophy of the Job Corps' Bilingual/Multicultural Program No. 24 pp. 47-104.

Gives guidelines on how a teacher may devise placement tests, choose texts, create additional materials and develop a VESL curriculum.

Martin, Carson. "ESL for the Non-Academic Adult." Paper presented at the TESOL Meeting, San Francisco, California. 1970. ED038 636.

Defines non-academic adult as one who wishes only to be able to function effectively in informal settings and at work.

McGrath, William T. 1973. An Experiment on the Utility and Viability of Providing Non-Skills Training to Underutilized High Seniority Workers in the Canning Industry-An Industry-Specific Approach to Lay-Off Time Training. Final Report. Manpower Administration, National Technical Information Service, Springfield, Virgina. 22151. ED138 734.

Program provided advancement qualifications through ESL, ABE, and related job counseling.

National Center for Research in Vocational Education. 1960 Kenny Rd., Columbus, Ohio. 43210. "Competency Profile for Vocational Teachers Instructing Limited English Speakers." (Available Spring '80)

Outlines various behaviors, knowledge, and responsibilities which will enhance the VESL Teacher's efficacy.

Pritchard, N. A. and R. G. D. Chamberlain. "Special Purpose English: Changing Approaches to English Language Teaching." RELC Journal, 5, No. 2 (' 74) pp. 48-57.

Although the article deals primarily with a scientific course, it's procedures for implementation of an ESP component in a ESL course can also be adapted for a VESL class.

Providence (R.I.) School Department. 1973. Project ERA (Enrollment, Retention, Advancement) in Model Cities Area: First Report.

Program sought to demonstrate that its unique efforts for recruitment and instruction were effective.

Reynolds, Jack. 1978. PLESA: Program for Persons of Limited English-Speaking Ability--Ten Case Studies. Washington, D.C.: University Research Corporation. Report for Employment and Training Administration, Office of Research and Development, U.S., Department of Labor.

Reviews successes and failures of CETA programs dealing with those needing VESL training.

_____. Kramer Davis, and Marta Kelsey. 1978. The PLESA Experience; Training and Employment Services for Persons of Limited English-Speaking Ability. Washington, D.C.: University Research Corporation. Report for Employment and Training Administration, Office of Research and Development, U.S., Department of Labor.

Reviews the structural and perpherial elements of the CETA program for the VESL student.

Rivers, Wilga. A Practical Guide to the Teaching of English. Oxford University Press, 1978.

Puts forth her own ideas on the development of an ESL course which in learner-centered and effectively deals with the four skills.

Robinett, Betty W. Teaching English to Speakers of Other Languages. Second ed. McGraw-Hill, 1978.

Presents a linguistic and psychological framework for the development of eclectic methodology.

Robinson, Kay. 1978. "ESL on the Job: The Course at International Parts (Canada) Limited." TESL Talk (Canada), 10, No. 4.

Profiles a management course for Italians speakers and the salient characteristics which influence the outcome.

"'Survival' English Does the Job." Manpower, 2, No. 12. (12/70), pp. 8-12.

Describes ESL courses to Puerto Ricans tailored to meet career development objectives while maintaining cultural identity.

Sussman, Evelyn K. "Techniques and Materials for Teaching Vocationally Related ESOL to Youth and Adult Chinese and Spanish Trainees in the New York City Board of Education's Manpower Development Training Program." Paper presented at the TESOL Annual Meeting, Chicago, Ill., 1969. ED027 537.

Studied the two groups' languages, their ethnic characteristics and their vocational aspirations in order to develop the most effective VESL techniques for them.

Tan San Yee, Christine. "Sequence Signals in Technical English." RELC Journal. 6, No. 2 (12/75), pp. 63-101.

Shows how sentence structural patterns "signal relationships among various elements of technical writing and that these signals must be taught as a integral part of such technical courses.

Teachers of English to Speakers of Other Languages. (TESOL) Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the U.S. Washington, D.C.: TESOL, 1975.

Ure, Jean. "Education in a Second Language: Planning a Remedial Service for Advanced Students." English Language Teaching Journal, 29, No. 3, (4/75), pp. 229-39.

Discusses procedures for establishment of such a service in technical institutions.

U.S. Department of Labor, Manpower Administration, Office of Special Manpower Programs. 1969. Basic Occupational Language Training (BOLT): Final Report. New York: Puerto Rican Forum, Inc. ED055 151.

Report gives detailed account of procedures and techniques of VESL for the Puerto Rican community in New York City.

____. 1970. BOLT Instructor's Curriculum Guide; Building Services Personnel. ED038 645

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